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**SCHOOL READINESS ALERT**

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**TECHNICAL ASSISTANCE ALERT**

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**ALERT Number: TA/SR# 99-01**

**Date: April 1, 1999**  
**Revised June 21, 2002**

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**X** **Priority Schools**  
**X** **Severe Need Schools**

**TO:** Mayors, Superintendents, School Readiness Councils, Chair/Co-Chair and Liaisons

**FROM:** Paul F. Flinter, Chief, Department of Education  
Bureau of Early Childhood Education and Social Services

Peter Palermino, Manager, Child Care Team  
Department of Social Services

**SUBJECT: Transition from Preschool to Kindergarten**

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The State Departments of Education and Social Services are sending this **TECHNICAL ASSISTANCE ALERT** in order to provide grantees additional guidance regarding the state's expectations for the transition of children from school readiness programs to kindergarten.

**What Is Required To Address Transition?**

- ◆ *School readiness program sub-grantees must have program policies, procedures and a plan in place to ensure that children and their families experience a smooth and successful transition from the child's school readiness program to kindergarten (P.A. 97-257 Section 3(a)(7)).*
- ◆ *School readiness programs must provide for the transfer of records and other relevant information to the kindergarten program in a timely manner prior to the child's entry to school (P.A. 97-259 Section 3(a)(8) as amended by P.A. 98-243 Section 11(a)(7)).*

### **What Is Best Practice For Addressing Transition?**

School readiness and early care and education providers should:

- ◆ provide program continuity through developmentally appropriate curricula;
- ◆ promote and maintain ongoing communication and collaboration with the public school, most particularly with kindergarten program personnel;
- ◆ prepare and support children in the transition to kindergarten; and
- ◆ prepare and involve families in a partnership with the public school to support the transition to kindergarten.

### **What Are Some Activities to Address Best Practice in Transition?**

School readiness and early care and education providers can:

- ◆ collaborate, coordinate and align curricula standards with kindergarten and public schools to ensure that children are prepared for kindergarten and kindergarten staff and schools are aware of the developmental expectations and standards of preschool;
- ◆ work in partnership with families and the public school in order to ensure completion and submission of all needed paperwork and documentation for school enrollment;
- ◆ plan visits to the school and kindergarten classroom and engage in activities that provide a context for children and their families that will allow them to feel comfortable and confident about the transition to kindergarten;
- ◆ provide families information, resources and support so that families are familiar with the expectations and outcomes to be achieved in kindergarten; and
- ◆ establish cooperative partnerships with kindergarten personnel through information sharing, exchange visits, sharing of materials, joint workshops and other collaborative activities.

A critical key to successful transitions in high quality programs is participation in ongoing professional development opportunities that focus on and address promising practices in the transition from a school readiness or early care and education program to kindergarten. Professional development will help to provide program staff with the requisite skills, knowledge and competencies to work with families and their children to prepare them for a new setting in the public school.

It is important for school readiness and early care and education programs and public schools to establish ongoing dialogue and activities to develop and maintain positive relationships and partnerships in order to ensure smooth transitions for children and their families to kindergarten.

Attending to and addressing transition activities is important for all children and their families, including children with disabilities. It is important for school readiness programs and the early care and education community to work in concert with not only kindergarten personnel, but also special education personnel. This will help to provide relevant and up-to-date information to public school staff to assist in the development of individualized educational programs (IEPs) for children with disabilities.

Access to resources is an avenue for obtaining relevant information regarding the transition process. The State Departments of Education and Social Services have enclosed some resource materials to provide communities and school readiness program staff additional information about transition into kindergarten.

⇒ **Transitions to School** by Elizabeth Stief and issued by the National Governors Association.

*This report summarizes what is known about successful early childhood transition services.*

Telephone 301-498-3738 Web Site: [www.nga.org](http://www.nga.org)

⇒ **Easing the Transition from Preschool to Kindergarten: A Guide for Early Childhood**

**Administrators**, issued by the U.S. Department of Health and Human Services, Administration for Children and Families, Head Start Bureau.

*This pamphlet provides information on the benefits of facilitating transition and keys to successful transition, including preparing children and involving families in the process.*

Web Site: [puborder@headstartinfo.org](mailto:puborder@headstartinfo.org)

⇒ **Making the Move To Kindergarten**, printed by the Channing Bete Company and issued by the State Department of Education.

*This booklet provides parents information on preparing for the transition to kindergarten.*

Telephone 800-628-7733

Additional Resources:

⇒ **Ready Schools** Report Goal 1 Ready Schools Resource Group Rima Shore

Website: [www.negp.gov](http://www.negp.gov)

⇒ **Ready To Go** printed by National Association for the Education of Young Children

*This booklet provides parents information about school readiness.*

Available from: NAEYC: Telephone Number 800-424-2460 or Website <http://www.naeyc.org>

⇒ **Off to School: A Parent's-Eye View of the Kindergarten Year**

by I. Hannigan

Available from NAEYC: Telephone Number 800-424-2460 or Website <http://www.naeyc.org>

⇒ **Early Developments –Kindergarten Transition**

Available from Frank Porter Graham Child Development Center

CB# 8185, UNC-CH

Chapel Hill, NC 27599

Telephone: 919-966-0888

⇒ **Terrific Transitions – Ensuring Continuity of Services for Children and their Families**

Available from SERVE Telephone: 800-755-3277 Fax: 336-334-3268

Web Site: [www.serve.org](http://www.serve.org)

⇒ **Continuity for Young Children – Positive Transitions to Elementary School**

Available from California Department of Education

Publications Division, Sales Office, California Department of Education, P.O. Box 271

Sacramento, CA 95812 Fax: 916-323-0823 Telephone: 916-445-1260

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